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ABSTRACT

The Utah 1991 revised social studies core curriculum guide specifies standards that must be completed by all students in grades 7-12 in order to meet Utah graduation standards. A review of the K-6 social studies curriculum also is included. The core curriculum is intended to represent ideas, concepts, and skills that provide a basic social studies foundation upon which subsequent learnings may be built. An introductory section includes: (1) a statement of philosophy; (2) a description of elementary and secondary school programs of studies and graduation requirements; (3) a listing of state laws related to the core curriculum, teacher qualifications and requirements, and instructional time; and (4) a listing of required elementary school, middle education, and high school core curricula requirements. For K-6, mastery of core concepts is required; for grades 7-8, 1.5 units of U.S. history and Utah studies are required; and for grades 9-12, three units of world cultural geography, ancient or modern world civilizations, European history, U.S. studies, or American history are required. Core options include American government and law, American government and politics, economics, psychology, sociology and world cultural geography II. For grades 7-12, each course is described separately, along with its standards and objectives. (EH)

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SECONDARY

CORE CURRICULUM STANDARDS

Utah State Board of Education

LEVELS 7-12

Social Studies

'91

A LETTER

FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through twelfth grade of public school is critical to each student's success in today's world. The new Core Curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: language arts, mathematics, science, social studies, the arts, information technology, responsible healthy lifestyles, and vocational education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the information age.

Sincerely,

Neola Brown
Keith T. Checketts
Donald G. Christensen
John M. Covey
Ruth Hardy Funk
Harold S. Jensen
V. Jay Liechty
M. Richard Maxfield
Frances H. Merrill

INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

STATE BOARD OF EDUCATION

☐ New Date of Adoption 11-7-86	☐ Revised Date	Descriptor Code:

THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

R300-700 The Elementary and Secondary School Core Curriculum and High School Graduation Requirements

R300-700-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

R300-700-2 Authority and Purpose

A. This rule is authorized under Article X, Section 3 of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1)(b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

R300-700-3 General Requirements - Course Standards

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

R300-700-4 General Requirements - Teacher Qualifications

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

R300-700-5 General Requirements - Special Assignment Teachers

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college coursework in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

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R300-700-6 General Requirements - Unit of Credit

A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

B. Credit may be earned in any of the following ways:

(1) successful completion of a course;

(2) demonstrated proficiency, via preassessment;

(3) demonstrated mastery of approved courses outside of the school day or year;

(4) concurrent enrollment in approved post-secondary training institutions;

(5) demonstrated mastery of approved correspondence or extension courses; or

(6) upon application, demonstrated mastery in special experimental programs.

R300-700-7 General Requirements - Instructional Time

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

R300-700-8 General Requirements - Student Education Plan

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

R300-700-9 General Requirements - Diploma

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

R300-700-10 Requirements for Elementary Education

A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

B. Required Elementary Core Curriculum:

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REQUIRED ELEMENTARY CORE CURRICULUM

GRADES K-6

GENERAL CORE		OPTIONS
Language Arts	Social Studies	Foreign Language
Reading	Introductory Citizenship	
Writing	Principles and Practices	
Speaking		
Listening	Arts	
Mathematics	Responsible Healthy Lifestyles	
Science	Information Technology	

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R300-700-11 Middle and High School Requirements

A. The Board provides general direction and stan[illegible] secondary education. Students in grades seven and eight must [illegible] minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

MIDDLE EDUCATION CORE CURRICULUM

GRADES 7-8 12 UNITS OF CREDIT REQUIRED

GENERAL CORE - 10.5 Units	PLUS	REQUIRED ELECTIVES 1.5

Subject Areas	Requirements	
Language Arts	2.0	LOCAL DISTRICT OPTION
Mathematics	2.0	
Science	1.5	
Social Studies	1.5	
The Arts	1.0	
Information Technology	Credit Optional	
Responsible Healthy Lifestyles	1.5	
Vocational Education Technology, Life and Careers	1.0	

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C(1) High School Core Curriculum:

HIGH SCHOOL CORE CURRICULUM

GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

Subject Areas	Requirements	Subject Areas	Requirements
Language Arts	3.0	SELECTED ELECTIVES	9.5
Mathematics	2.0		
Science	2.0		
Information Technology	Credit Optional		
Social Studies	3.0		
Arts	1.5		
Responsible Healthy Lifestyles	2.0		
Vocational Education Occupational Preparation	1.0		

(2) Any state-approved vocational course, or the vocational core course fulfills the vocational education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:

Foreign Language	2.0 units of credit
Mathematics	1.0 units of credit
English	1.0 units of credit
Science	1.0 units of credit
Electives	4.5 units of credit

(b) Technology/Vocational/Job Entry Clusters:

Select one:

Technical Emphasis	4.0 units of credit
Vocational Emphasis	5.0 units of credit
Computer Science	.5 units of credit

(c) Electives 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by infusing them into other areas of the curriculum or in a specific class. Infusion requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: curricula
1989

Art X Sec 3
53A-1-402(1))b)
53A-1-401(3)

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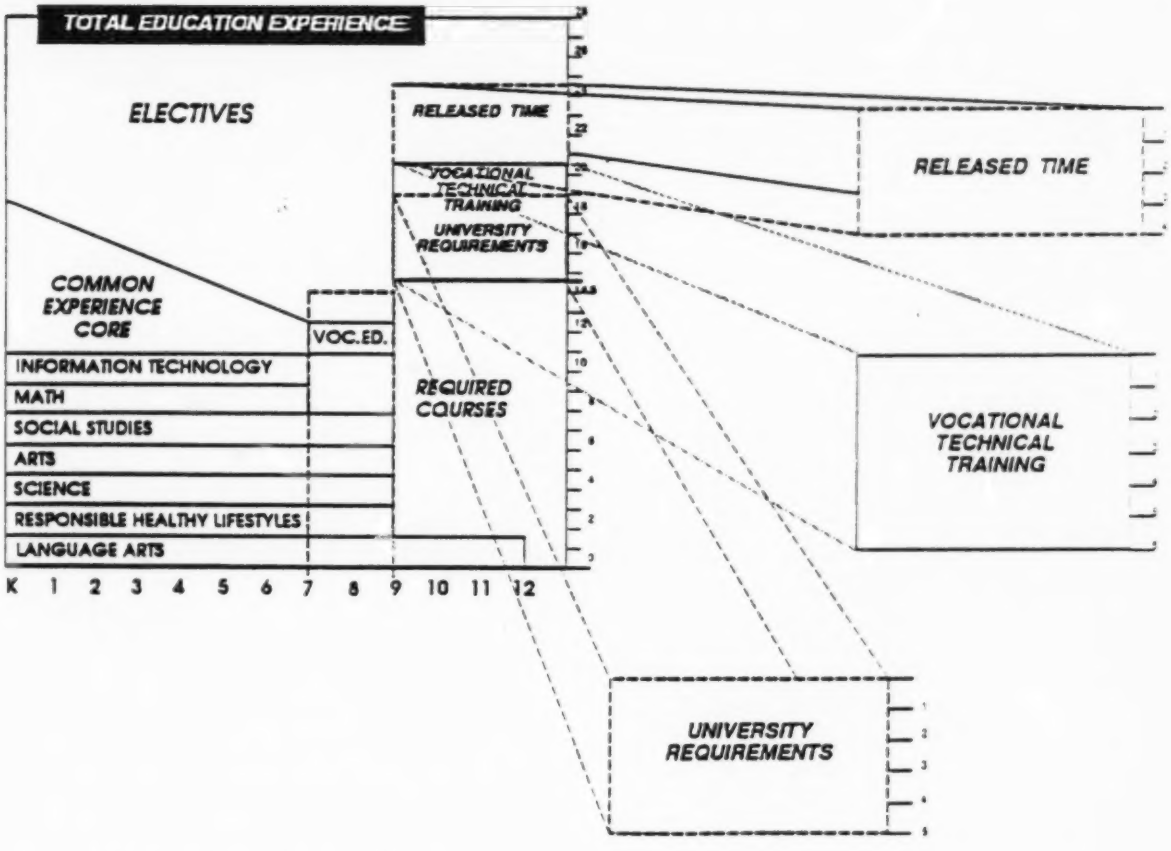
CORE COMPLETION GUARANTEES STUDENT ACCESS

1. Guarantees common experience which forms the foundation skills.

2. Guarantees access to jobs and entry into college or vocational-technical education through required course completion.

3. Permits intensive vocational-technical education, entry into research universities, and a released-time component through specialization options.



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SOCIAL STUDIES

People are social beings who need wholesome human relationships and productive problem solving skills. Social studies helps to fulfill these needs and is the major area in the school's general education program which is concerned with the preparation of students in becoming responsible, rational, participating citizens in a pluralistic, democratic society and in a world which is becoming increasingly interdependent.

Citizenship/character education is a particular focus of social studies and is also a subject which fosters an interdisciplinary approach in the curriculum. Development of the means whereby the essential processes, values, and capabilities undergirding our society can be perpetuated and improved is one of the major reasons for the existence of schools.

To the social sciences (history, geography, sociology, psychology, anthropology, economics, and political science) new fields of study have been added which include studies in law-related, values, career, international, multi-cultural, and free enterprise education. All of these subjects are integrated at each level/course in the core curriculum.

A primary goal for all students and teachers is increasing their ability to be more productive, which contributes to acquiring and maintaining a higher standard of living.

The social studies core curriculum at each level/course begins with the identification of higher level thinking standards and objectives, i.e., listening, speaking, reading, writing, thinking, and citizenship/character skills, which can be incorporated in teaching strategies with all other standards and objectives.

One of the most commonly accepted principles of learning that has been incorporated in the social studies core curriculum is the importance of integration--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts.

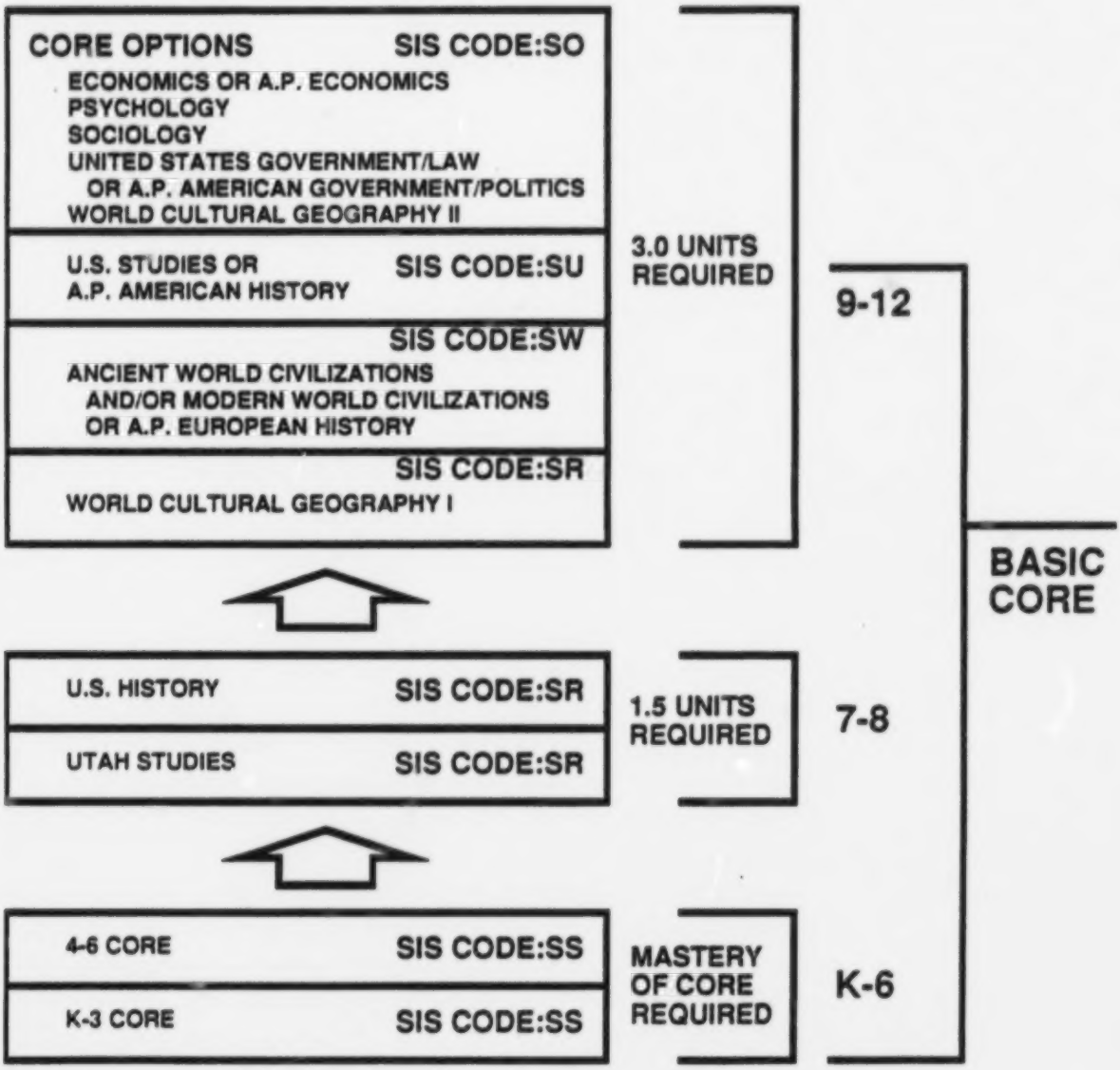
Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the inter-relatedness of the subject and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

In conclusion, the social studies core curriculum at all levels emphasizes:

1. Higher level thinking and process skills.
2. Citizenship/character practices and principles.
3. Basic American values.
4. Economic literacy.
5. American Democratic governance.
6. Global awareness and geographic skills.

NOTE: Numbers in parenthesis following objectives in the core curriculum refer to resource file activities.

SOCIAL STUDIES COURSE CHART



SOCIAL STUDIES LEVEL 7-8

COURSE TITLE	UNITS OF CREDIT	PREREQUISITES
Utah Studies	.5	Mastery of Social Studies through Level 6

U|T|A|H| |S|T|U|D|I|E|S

SIS COURSE NUMBER: 6100
SIS CODE: SR

COURSE DESCRIPTION

The students will be introduced to a study of the significant events, people, diverse cultures, and issues that have influenced the development of Utah. The course will focus on historical, social, political, economic, and geographical factors with attention to the development of higher level thinking skills.

CORE STANDARDS OF THE COURSE

STANDARD	
6100-01	The students will demonstrate the ability to think critically, through speaking, listening, writing, and reading.

OBJECTIVES

6100-0101. Use analogies in speech and writing.

6100-0102. Distinguish between relevant and irrelevant information in determining solutions to problems.

6100-0103. Predict outcomes and analyze causal factors.

6100-0104. Make logical conclusions through speaking and writing.

6100-0105. Construct a timeline.

6100-0106. Demonstrate note-taking skills.

6100-0107. Use primary sources; i.e., oral history, manuscripts, on-site investigations, journals, and newspapers in studying state and local history.

6100-0108. Examine their own values and compare them to the values of various majority, minority, ethnic, and cultural groups in the community.

STANDARD 6100-02	The students will explain that the history of Utah represents its cultural heritage and that the various people and cultures of all historical periods have made contributions to Utah.

OBJECTIVES

6100-0201. List the contributions of the major Native American groups to Utah's development. (307-201, 202, 203)

6100-0202. List the contributions of the early Spanish explorers to Utah (Escalante, Dominguez, Cardenas, and Rivera). (307-501)

6100-0203. Analyze contributions made to Utah's history by the mountain men (Jedediah Smith, Peter S. Ogden, Etienne Provost, William Ashley, Jim Bridger, Joseph R. Walker, James Beckworth, and Antoine Robidoux). (307-502)

6100-0204. List the purposes and contributions made by government explorers such as Fremont, Gunnison, Stansbury, Powell, and Beckwirth. (307-503)

6100-0205. Discuss the influence of the Mormon society and culture on the development of Utah, excluding doctrinal teaching of the Mormon religion. (307-504)

6100-0206. Explain contributions of religious, ethnic, and cultural groups to the development of the state. (307-504)

6100-0207. Demonstrate an awareness of the contributions of the military, industry, and mining to the development of the state. (307-505, 6)

6100-0208. Evaluate our cultural heritage through examining architecture, journals, manuscripts, photography, the arts, and folklore of Utah. (307-507)

6100-0209. Describe the contributions of women to Utah's development. (307-303)

6100-0210. Identify critical, growth-related issues facing Utah in the future, i.e, water, heat, power, taxes, education, jobs, recreation, transportation, etc., and suggest ways that they can assure that Utah will continue to be a favorable place to live. (Project 2,000) (307-707, 8, 9, 10, 11)

STANDARD 6100-03	The students will identify the major geographic features of Utah.

OBJECTIVES

6100-0301. Locate on a map of Utah the three physiographic provinces (Colorado Plateau, Rocky Mountains, and Great Basin). (307-401)

6100-0302. Locate on a map of Utah the following major rivers: Colorado, Green, Bear, San Juan, Virgin, Sevier, Provo, Weber, Jordan, and Paria. (307-402)

6100-0303. Locate on a map of Utah the following major mountain ranges: Wasatch, Uintah, Oquirrh, LaSal, and Henry. (307-403)

6100-0304. Locate on a map of Utah the following major bodies of water: Great Salt Lake, Utah Lake, Bear Lake, Lake Powell, Flaming Gorge, Sevier Lake, and the Strawberry Reservoir. (307-404)

6100-0305. Label rainfall, resources, population, and vegetation on a map of Utah. (307-408)

6100-0306. Locate on a map of Utah the state's counties and major cities.

STANDARD 6100-04	The students will discuss the similarities and differences of Utah's government to the federal government.

OBJECTIVES

6100-0401. Describe the structure and services of local government in Utah. (307-701)

6100-0402. Describe the structure and function of Utah's state government to include the executive, legislative, and judicial branches. (307-702)

6100-0403. Compare the structure of the federal government with those of state and local governments in Utah. (307-703)

6100-0404. Demonstrate how a citizen can effectively participate in government at the state and federal levels. (307-704)

6100-0405. Identify the major elements of the Utah Constitution and explain how it functions. (307-705, 6)

STANDARD 6100-05	The students will verbally explain how economic decisions, whether by individuals (microeconomics) or groups (macroeconomics), affect the economy of Utah.

OBJECTIVES

6100-0501. Explain how an individual choice affects the economy of a geographic area.

6100-0502. Explain how group decisions affect the economy of a geographic area.

6100-0503. Explain the effects of geography, natural resources, supply of capital, government decisions, and technology on our economic decision making in the state of Utah. (307-601, 2, 3)

6100-0504. Explain the relationship of the economic resources of the state of Utah; i.e., land, capital, labor, entrepreneurship).

6100-0505. Describe the interaction and opportunity cost of one economic decision on another; i.e., urban growth, conservation, nuclear storage, environmental protection.

6100-0506. Cite examples of productivity, work ethic, and specialization of labor that made the state of Utah successful.

6100-0507. Cite examples from Utah history of a traditional economy, planned economy, and market economy.

SOCIAL STUDIES LEVEL 7-8

COURSE TITLE	UNITS OF CREDIT	PREREQUISITES
United States History	1.0	Mastery of Social Studies through Level 6

U S H I S T O R Y

SIS COURSE NUMBER: 6120
SIS CODE: SR

COURSE DESCRIPTION

The students will be introduced to a study of U.S. history from colonization to and including the present. The course will focus on the "Epic of America," the development of the United States as a strong and free nation. The primary emphasis at this level should be the social history and economic development of the country. The course will include a unit of study on the process and structure of democratic governance including the Constitution. The student's responsibility to the law will be emphasized.

CORE STANDARDS OF THE COURSE

STANDARD 6120-01	The students will demonstrate the ability to utilize critical thinking and decision-making skills in completing social studies activities.

OBJECTIVES

6120-0101. Identify their own personal values and compare them to basic American values.

6120-0102. State or write possible solutions to an issue/problem.

6120-0103. Critically examine and compare current and historical events from various sources (media center, notes, television, radio, newspapers, interviews, etc.).

6120-0104. Apply law-related and citizenship/character education concepts to events that occurred in United States history.

6120-0105. Analyze graphs, charts, tables, diagrams, time lines, and cartoons.

STANDARD 6120-02	The students will evaluate how the American heritage reflects diverse cultures.

OBJECTIVES

6120-0201. Describe the role of Native Americans in U. S. History.

6120-0202. Analyze the various cultures prevalent in the United States.

6120-0203. Identify the major contributions of religious and ethnic groups to the development of the country. (308-301)

6120-0204. Analyze the changing role of women in United States history. (308-304)

STANDARD 6120-03	The students will evaluate why the events and acts in American history reflect the development of the beliefs and attitudes of the people of the United States.

OBJECTIVES

6120-0301. Analyze the major historical, social, economic, religious, and political factors responsible for European exploration of North America. (308-502)

6120-0302. Analyze the discoveries and impact of European explorers to the New World. (308-503)

6120-0303. Compare the social, economic, religious, and political motivations influencing American colonization to 20th century immigration. (308-504)

6120-0304. Relate the origin of American ideals, the concepts of liberty, and freedom to present day applications. (308-506)

6120-0305. Explain how the constitution is the basis for today's legal system.

6120-0306. Evaluate the causes and outcomes of various wars involving the United States. (308-511)

6120-0307. Evaluate how westward expansion brought both progress and problems for the United States. (308-512)

6120-0308. Describe the social, political, and economic differences between the North and the South before the Civil War. (308-513)

6120-0309. Explain the evolution of the Civil Rights movement. (316-511)

6120-0310. Analyze the industrial and technological development in the United States and discuss their effects on transportation, communication, business, and labor.

6120-0311. Describe the impact on American life that various historical figures have made.

6120-0312. Describe how the United States has changed since World War II.

6120-0313. Trace the relationships of the United States with other leading world powers. (316-518)

STANDARD 6120-04	The students will identify the major geographic features of the United States.

OBJECTIVES

6120-0401. Locate the great plains, major rivers and bodies of water, and mountain ranges in the United States. (308-402)

6120-0402. Locate the bordering countries, oceans, and natural resources of the United States. (308-402)

STANDARD 6120-05	The students will describe how economic decisions, experiences, and technology changed America from an agricultural economy to an industrial economy.

OBJECTIVES

6120-0501. Define economic terms (i.e., scarcity, opportunity cost, demand, supply, market price, etc.) in an agricultural, preindustrial, and industrial economy. (316-603)

6120-0502. Describe how the government's economic policy changed and affected business operations, personal liberty, and the free enterprise system from an agricultural economy to an industrial economy. (316-601)

6120-0503. Identify examples of productivity, work ethic, and benefits in the American economic system as it changed from an agricultural economy to an industrial economy.

6120-0504. Identify examples of the economic cycles (prosperity/recession) through the history of the United States. (308-601, 2)

6120-0505. Cite examples of America's involvement in international trade.

6120-0506. Critically examine economic information from various sources (i.e., media center, radio, television, interviews, charts, graphs, cartoons, etc.).

STANDARD 6120-06	The students will evaluate why our democratic government was established to provide for the general welfare of its citizens.

OBJECTIVES

6120-0601. Evaluate the principles expressed in the Declaration of Independence; i.e., equality, natural rights, and responsibility of government, civil disobedience, etc. (308-701)

6120-0602. Identify the major elements of the United States Constitution (e.g., Preamble, Articles, and Amendments) and apply them to current issues. (308-706, 7)

6120-0603. Explain how our legal system has been greatly affected by the rights and restraints of the Bill of Rights. (308-708, 9)

6120-0604. Identify the purpose and role of government in a constitutional republic. (308-710)

6120-0605. Discuss the basic constitutional principles in Amendments 11 through 26.

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
World Cultural Geography, Part I	.5*	Mastery of Social Studies Through Level 8

W	R	C	L	G	E	O	P	I	

SIS COURSE NUMBER: 6200
SIS CODE: SR

COURSE DESCRIPTION

The course will focus on a study of the interrelationships between our physical and cultural worlds. It will explore how geography influences human behavior from the local to the international level. Cultural, economic, and political geography will be emphasized. Representative groups from various parts of the world will be examined. Selected geographical skills will be taught.

* Districts must require .5 unit of credit for World Cultural Geography, Part I. An additional .5 unit of credit in World Cultural Geography, Part II, may be acquired as a core option.

CORE STANDARDS OF THE COURSE

STANDARD 6200-01	The students will develop selected geographical skills.

OBJECTIVES

6200-0101. Identify the major map projections and explain the distortions, advantages, and disadvantages of each.

6200-0102. Make and read different types of maps.

6200-0103. Locate the primary physical features and countries of the world on various maps or globes. (309-811)

6200-0104. Locate the countries and major cities in regions studied.

6200-0105. List the common cultural characteristics of areas studied.

6200-0106. Analyze how political, economic, social, and religious conflicts have affected the countries studied.

STANDARD 6200-02	The students will evaluate how the natural environment affects the way people live.

OBJECTIVES

6200-0201. Discuss the components of location, climate, and landform and describe how each of the three affects the way people live. (309-301)

6200-0202. Explain and evaluate the role geography plays in contributing to cultural and regional differences between different groups of people.

6200-0203. Explain how people attempt to control their environment to satisfy their needs.

STANDARD 6200-03	The students will evaluate how groups develop beliefs, values, traditions, and skills that can be called cultural.

OBJECTIVES

6200-0301. Define culture. (309-201)

6200-0302. Identify beliefs, values, skills, and traditions as an integral part of a group. (309-202)

6200-0303. Identify the cultural contributions that have been made by groups studied. (309-203)

STANDARD 6200-04	The students will evaluate how geography affects the needs and values of a given social system.

OBJECTIVES

6200-0401. List the changing needs and values of groups that are the result of cultural, religious, political, economic, technological and environmental changes. (309-302)

6200-0402. Describe and analyze the roles of women and men in the various groups studied. (309-303)

6200-0403. Determine what geographical factors cause different populations to grow and to decline.

STANDARD 6200-05	The students will explain how economic resources and technology influence societies' decisions.

OBJECTIVES

6200-0501.	Define an economic resource, technology, world trade, distinguish between a developed and an underdeveloped nation.
6200-0502.	Locate the major economic resources of the world.
6200-0503.	Explain how nations of the world become interdependent because of world trade. (309-602)
6200-0504.	Describe how the use of technology and resources influences the way people adapt to their environment and determine their productivity.
6200-0505.	List the major problems in sharing the resources of the world. (309-603)
6200-0506.	Illustrate through examples how a country moves from an underdeveloped nation to a developed nation.

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Ancient World Civilizations	.5*	Mastery of Social Studies through Level 8

A	N	C		W	R		C	I	V			

SIS COURSE NUMBER: 6220
SIS CODE: SW

COURSE DESCRIPTION

Students will learn about the contributions of major cultures and societies in the ancient world. The course stresses the diverse economic, political, religious, and social systems. Historical perspective should be provided for major world events and movements. Students should develop a knowledge of and an appreciation for the contributions of many diverse people to the collective achievements of the human race. The course should include attention to those historical differences among people that lead to conflict. It is basically historical and should include the development of tools of historical analysis. (Advanced Placement European History may satisfy this requirement.)

* Districts must require .5 unit of credit for either Ancient World Civilizations or Modern World Civilizations. At district discretion, they can be combined for a full year's study for one unit of credit.

CORE STANDARDS OF THE COURSE

STANDARD 6220-01	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

6220-0101. Identify historical bias used by historians.

6220-0102. Distinguish between facts, inferences, estimates, and value judgments.

6220-0103. Use the scientific method in analyzing social science issues.

a. Define the problem.
b. Set up the hypothesis.
c. List possible solutions and alternatives.

d. Test hypothesis and predict outcome.
e. Form conclusions.

6220-0104. Demonstrate an understanding of different points of view.

6220-0105. Explain various sources of historical information and evaluate their reliability.

STANDARD 6220-02	The students will analyze how the cultures and civilizations of the ancient past have contributed to and are reflected in the contemporary societies of the world.

OBJECTIVES

6220-0201. List the time periods and/or topical subject headings into which ancient world history is often divided. (317-616)

a. Prehistoric
b. Early
c. Classical
d. Medieval

6220-0202. Identify means by which civilizations transmit their culture and values from one generation to the next. (317-612)

6220-0203. Relate how the achievements of past civilizations have contributed to contemporary societies. (317-613)

6220-0204. Analyze current world situations in terms of their historic backgrounds and discuss projections for the future. (317-620)

6220-0205. Evaluate the contributions made to the contemporary world by outstanding historical individuals.

STANDARD 6220-03	The students will identify the beliefs, arts, values, traditions, and technology characteristic of the civilizations studied.

OBJECTIVES

6220-0301. Describe how values, traditions, art, religion, and technology are manifested in a civilization. (317-603)

6220-0302. Describe the origins, beliefs, and traditions of the varied world religions including: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism. (317-609)

6220-0303. Exhibit respect for the dignity and worth of all people.

6220-0304. Explain how societies change because of evolving needs and values. (317-604)

STANDARD 6220-04	The students will explain how economic resources and technology influenced societies' decisions.

OBJECTIVES

6220-0401. Describe the characteristics of the traditional, planned, and emerging market economies and compare these models to real world economic systems. (306-603)

6220-0402. Show the economic relationships to an historical or political event.

6220-0403. Explain how nations of the world became interdependent because of world trade. (309-602)

STANDARD 6220-05	The students will identify systems of governments that vary according to their values, traditions, and beliefs.

OBJECTIVES

6220-0501. Compare and contrast various systems of government and describe the advantages and disadvantages of each. (317-606)

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Modern World Civilizations	.5*	Mastery of Social Studies through Level 8

M	O	D		W	R		C	I	V			

SIS COURSE NUMBER: 6230
SIS CODE: SW

COURSE DESCRIPTION

The course addresses the time frame from the Reformation to the present. The history of people not usually studied will also be examined; e.g., the Middle Easteners, the Africans, the Eastern Europeans, the Russians, and the Latin Americans. The course should include attention to those historical differences among people that lead to conflict. The course is basically historical and should include the development of tools of historical analysis. (Advanced Placement European History may satisfy this requirement.)

*Districts must require .5 unit of credit for either Modern World Civilizations or Ancient World Civilizations. At district discretion, they can be combined for a full year's study for 1 unit of credit.

CORE STANDARDS OF THE COURSE

STANDARD 6230-01	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

6230-0101. Distinguish between facts, inferences, estimates, and value judgments.

6230-0102. Use the scientific method in analyzing social science issues:

a. Define the problem.
b. Set up the hypothesis.
c. List possible solutions and alternatives.
d. Test hypothesis and predict outcomes.
e. Form conclusions.

6230-0103. Use the case study method in analyzing social and legal issues to include the following:

a. Facts.
b. Issues.
c. Arguments.
d. Decision.

6230-0104. Demonstrate tolerance toward different points of view.

6230-0105. Explain the sources of historical information.

STANDARD 6230-02	The students will analyze how the cultures and civilizations of the past have contributed to and are reflected in the contemporary societies of the world.

OBJECTIVES

6230-0201. Describe how the following make modern civilizations different from civilizations of early times:

a. Scientific knowledge.
b. Economic interdependence.
c. Humane feeling and democratic ideas.
d. Nationalism.
e. Internationalism.

6230-0202. Outline the time periods and/or topical subject headings into which modern world history is often divided. (317-616)

a. Renaissance
b. Reformation
c. Revolution
d. Colonialism
e. Nationalism
f. Industrialism
g. Imperialism
h. World conflict
i. Contemporary

6230-0203. Identify means by which civilizations transmit their culture from one generation to the next. (317-612)

6230-0204. Relate how past civilizations' political, technological, and cultural contributions have contributed to contemporary societies. (317-613)

6230-0205. Analyze current world situations in terms of their historic backgrounds and discuss projections for the future. (317-620)

6230-0206. Evaluate the contributions made by noted individuals to the present-day world.

STANDARD 6230-03	The students will demonstrate an understanding of why conflict occurs and how it is resolved.

OBJECTIVES

6230-0301. Analyze the following causes of conflict: cultural differences, political differences, scarcity of goods and services, and value differences. (317-601)

6230-0302. Evaluate the various ways people resolve conflict. (317-602)

STANDARD 6230-04	The students will identify the beliefs, arts, values, traditions, and technology characteristic of the civilizations studied.

OBJECTIVES

6230-0401. Describe how values, religions, traditions, art, and technology are manifested in a civilization. (317-603)

6230-0402. Review the varied world religions including: Confucianism, Christianity, Buddhism, Islam, Hinduism, and Judaism. (317-609)

6230-0403. Exhibit respect for the dignity and worth of all people. (317-604)

6230-0404. Explain that social systems change because of the changing needs and values of groups within a society. (317-603)

STANDARD 6230-05	The students will explain how economic resources and technology influenced societies' decisions.

OBJECTIVES

6230-0501. Describe the characteristics of the traditional, planned, and market economies and compare these models to real world economic systems. (306-603)

6230-0502. Identify examples of world trade throughout history.

6230-0503. Show the economic relationship to an historical and political event.

6230-0504. Explain with examples of alternative choices when an economic resource becomes unavailable (i.e., embargoes, war, cartels, etc.).

STANDARD 6230-06	The students will identify systems of government that vary according to their values, traditions, and beliefs.

OBJECTIVES

6230-0601. Compare and contrast various systems of government to include democracy, communism, socialism, dictatorships, dynasties, monarchies, oligarchies, aristocracies and describe the advantages and disadvantages of each. (317-606)

6230-0602. Outline the development, effectiveness, and limitations of cooperative world organizations to include: United Nations, League of Nations, European World Market, etc. (317-619)

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
United States Studies	1.0	Mastery of Social Studies through Level 8

U	S	S	T	U	D	I	E	S		

SIS COURSE NUMBER: 6250
SIS CODE: SU

COURSE DESCRIPTION

This course devotes attention to economic, social, and political developments in United States history; it also develops an understanding of the Constitution, the legal system, and appreciation of ethical considerations supported by the American society. Students will identify ways to solve problems, make decisions, and participate as an effective citizen of the United States. (Advanced Placement American History may satisfy this requirement.)

CORE STANDARDS OF THE COURSE

STANDARD 6250-01	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

6250-0101. Identify historical bias.

6250-0102. Distinguish between facts, inferences, estimates, and value judgments.

6250-0103. Use the scientific method in analyzing social issues by:

a. Defining the problem.
b. Setting up the hypothesis.
c. Listing possible solutions and alternatives.
d. Testing the hypothesis and predicting its outcome.
e. Forming conclusions.

6250-0104. Use the case study method in analyzing historic, social, and legal issues to include:

a. Facts.
b. Issues.
c. Arguments.
d. Decisions.

6250-0105. Demonstrate the ability to tolerate differing points of view.

6250-0106. Demonstrate the ability to participate in a variety of group roles and situations.

6250-0107. Write an abstract of participatory experiences in democratic governance.

STANDARD 6250-02	The students will evaluate how history in various periods of time, and particularly in contemporary society, has affected people.

OBJECTIVES

6250-0201. Identify important persons, events, and themes in United States history and government from the Age of Discovery to the present including: (316-501)

a. Discovery and Colonization.
b. Revolutionary Period.
c. Foundations of the Nation.
d. Sectionalism, Civil War, and Reconstruction.
e. Industrialization.
f. Westward Movement.
g. Nationalism/Imperialism.
h. World Wars and Conflicts.
i. Depression and New Deal.
j. Contemporary Issues.

6250-0202. Describe conflicts and accommodations between industry and labor in United States history including the labor union movement. (316-503)

6250-0203. Describe the experiences and contributions of ethnic and religious minorities and immigrant groups. (316-508, 9)

6250-0204. Analyze America's interrelationships with other nations from its birth to the present. (316-517)

6250-0205. Recognize the growth and evolution of the legal system as integral to major events in United States history.

STANDARD 6250-03	The students will demonstrate an historical understanding of the structure and process of democratic governance and the qualities of responsible citizenship/character.

OBJECTIVES

6250-0301. Describe the organization of the United States Constitution.

6250-0302. Identify the basic principles contained in the United States Constitution.

6250-0303. Describe the formal and informal ways in which the United States Constitution has changed since 1789.

6250-0304. Outline the structure and functions of the federal, state, and local governments and recognize their bases in the United States Constitution. (316-701, 2)

6250-0305. Identify ways of participating in government and law related activities; e.g., class and school elections, mock elections, mock legislatures, mock trials, court tours, and direct onsite experiences with government leaders. (316-703)

6250-0306. Describe the processes through which government officials are elected, appointed, or removed from public office. (316-704)

6250-0307. Identify the primary characteristics of the United States civil, criminal, and juvenile justice systems, and the role law played in the development of United States history; i.e., court decisions, amendments, and social policy.

6250-0308. Describe citizens' rights and responsibilities under the law. (316-705, 6)

6250-0309. Consider ways of demonstrating respect for the moral and legal rights and basic freedoms of all people. (316-705, 6)

6250-0310. Describe how to participate in government at all levels (i.e., voting, knowing state and federal representatives, locating sources to voice opinions or concerns). (316-708)

STANDARD 6250-04	The students will explain how economic conditions have determined the use of resources in the American free enterprise system.

OBJECTIVES

6250-0401. Review and redefine economic terms learned previously (scarcity, opportunity cost, supply, demand, money, market price, economic resource, developed and underdeveloped nations, embargo, cartel).

6250-0402. List and describe examples of the basic economic concepts defined in Objectives #1 as they applied throughout American History.

6250-0403. Cite examples of the American work ethic and productivity in developing the United States economy.

6250-0404. Explain the economic concept of monopolies and competitive business (i.e., natural and unnatural monopolies and open and regulated competition). (316-609, 613)

6250-0405. Compare productivity between monopolistic and competitive firms in the American economic system. (316-609, 613)

6250-0406. Define and explain the function of money throughout American history. (316-612)

6250-0407. Cite examples of how banks have created money in American history. (316-612)

STANDARD 6250-05	The students will evaluate how the United States has adjusted to meet changing needs and conditions.

OBJECTIVES

6250-0501. Describe how several major economic panics or depressions led to changes in the lives of Americans. (316-201)

6250-0502. Discuss how industrialization and organization have affected lifestyles in the United States. (316-202)

6250-0503. Analyze changes in political loyalty and leadership and how they have affected the lives of United States citizens. (316-301)

6250-0504. Evaluate the contributions of women, children, the aged, and other special interest groups in United States history. (316-202, 303)

STANDARD 6250-06	The students will evaluate how the development of the United States has been influenced by adaptation to its geographic location and use of its natural resources.

OBJECTIVES

6250-0601. Compare various maps to identify which type is most appropriate to show the geographic setting of historical and current events. (316-804)

6250-0602. Identify and locate on a map or globe the major physical features of the United States. (316-805)

6250-0603. Evaluate the importance of natural resources to the nation. (316-401)

6250-0604. Describe the impact of topography and environment on the evolution of the nation's economic and political systems. (316-403)

6250-0605. Discuss recent environmental problems created by ecological imbalance. (316-402)

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Economics (Core Option)	.5*	Mastery of Social Studies through Level 8

E C O N O M I C S C O

SIS COURSE NUMBER: 6300
SIS CODE: SO

COURSE DESCRIPTION

The course focuses on a study of economic problems and the methods by which societies solve them; characteristics of the market economy of the United States and its function in the world; methods of applying economics to one's personal life.

Persons who teach this course would be required to have: an endorsement in economics; or a social studies composite with six hours in economics; or a business or marketing education composite, including six hours in economics.

NOTE: TO GENERATE VOCATIONAL ADD-ON DOLLARS, A SOCIAL STUDIES TEACHER WOULD NEED AN APPROVED VOCATIONAL ENDORSEMENT.

*This course is a core option which may be offered for either .5 or 1.0 unit of social studies or vocational credit.

CORE STANDARDS OF THE COURSE

STANDARD 6300-01	The students will apply what they have learned about economics to their personal lives as producers and consumers.

OBJECTIVES

6300-0101. Read and identify different points of view concerning economic theory and/or decisions.

6300-0102. Use analogies in speech and writing in determining solutions to economic problems.

6300-0103. Listen to and evaluate various sources of information in forming an opinion or course of action in solving an economic problem.

6300-0104. Modify opinions and solutions based on additional information.

STANDARD 6300-02	The students will apply basic economic principles in solving economic problems.

OBJECTIVES

6300-0201. Evaluate the various methods used in answering economic questions of what, how, and for whom goods and services are produced. (317-202)

6300-0202. Describe the importance of values and goals in making economic decisions.

6300-0203. Describe the nature and cause of business cycles.

6300-0204. Explain why the gross national product is considered a gauge of the national economic health. (317-233, 4)

6300-0205. Differentiate between macroeconomics and microeconomics.

6300-0206. Explain the advantages and disadvantages of the basic forms of business ownership (proprietorship, partnership, and corporation). (317-219)

6300-0207. Explain the causes of unemployment, inflation, deficit spending, and recession.

6300-0208. Explain by example the trade-offs between economic growth, security, and freedom. (317-205, 17)

STANDARD 6300-03	The students will describe the operations of the market economy of the United States.

OBJECTIVES

6300-0301. Describe the primary factors of production (land, labor, and capital).

6300-0302. Explain how free enterprise answers the basic economic questions of what, how, and for whom goods and services are produced. (317-202, 3)

6300-0303. Define what capitalism is and describe the three basic foundations upon which it rests (private property, private enterprise, and freedom of choice). (317-203)

6300-0304. Explain how the four major groups in a capitalist economy are interdependent (entrepreneur, managers, workers, and consumers). (317-218)

6300-0305. Describe the four types of markets found in the United States (pure monopoly, oligopoly, monopolistic competition, and pure competition). (317-227)

6300-0306. Explain the operation of supply and demand in the market economy of the United States. (317-206, 7, 8)

STANDARD 6300-04	The students will compare and contrast the various economic systems developed throughout the world (i.e., traditional, market, and command).

OBJECTIVES

6300-0401. Define the three systems. (317-203)

6300-0402. Cite examples of the three systems. (317-203)

6300-0403. List the economic advantages and disadvantages in terms of productivity and benefits to goals of the individual nations using a particular system.

THE FOLLOWING TWO STANDARDS ARE OPTIONAL

STANDARD 6300-05	The students will gain an understanding of the relationship regarding money and banking.

OBJECTIVES

6300-0501. Identify the functions of money.

6300-0502. Identify the functions of the Federal Reserve System.

6300-0503. Evaluate how government, business, and personal spending determines changes in the economic system.

STANDARD 6300-06	The students will gain an understanding of entrepreneurs and entrepreneurship.

OBJECTIVES

6300-0601.	Define entrepreneur and entrepreneurship.
6300-0602.	Identify common personal characteristics of entrepreneurs.
6300-0603.	Identify the advantages and disadvantages of being an entrepreneur.
6300-0604.	Define the characteristics with their strengths and weaknesses of the three most common management styles: authoritarian, democratic, and permissive.
6300-0605.	Identify different types of business ownerships: sole proprietorship, partnership, corporation, franchise, and cooperative.
6300-0606.	List the advantages and disadvantages of different types of ownership.
6300-0607.	Identify business and governmental agencies which assist entrepreneurs.

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Psychology (Core Option)	.5*	Mastery of Social Studies through Level 8

P	S	Y	C	H	C	O			

SIS COURSE NUMBER: 6320
SIS CODE: SO

COURSE DESCRIPTION

This course introduces the student to the study of the behavior of individuals. It emphasizes the manner in which the individual can apply various psychological theories and concepts to better understand one's self, one's motives, and one's relationships with other people.

*This course is a core option and may be offered for either .5 or 1.0 unit credit.

CORE STANDARDS OF THE COURSE

STANDARD 6320-01	The students will demonstrate the ability to think critically and to employ basic study and social skills to psychology.

OBJECTIVES

6320-0101. Read and identify different points of view concerning psychological theory and/or decisions.

6320-0102. Evaluate various sources of information necessary to form an opinion or course of action in solving a psychological problem.

6320-0103. Analyze biases which relate to psychological issues in society.

6320-0104. Use the scientific method in analyzing social issues by:

a. Defining the problem.
b. Setting up the hypothesis.
c. Listing possible solutions and alternatives.
d. Testing the hypothesis and predicting its outcome.
e. Forming conclusions.

6320-0105. Demonstrate the ability to participate in a variety of group roles and situations.

STANDARD 6320-02	The students will master the major concepts and theories in psychology.

OBJECTIVES

6320-0201. Define psychology, and relate it to the other social sciences. (317-401)

6320-0202. Identify the major psychological theories and theorists (i.e., Freud, psychoanalysis, behaviorism, humanism--Adler, Skinner).

6320-0203. Compare the following theories: psychoanalytic, social learning, humanistic. (317-411)

6320-0204. Identify psychological principles of heredity and environment. (317-428)

6320-0205. Apply key terms of psychology (e.g., positive reinforcement, super ego, psychoanalysis, instinct, perception, therapy) to major theories and theorists. (317-432, 412, 427)

6320-0206. Describe patterns of behavioral, emotional, and cognitive development. (317-440)

6320-0207. Analyze the process of sleeping and dreaming and describe their effects on human behavior.

STANDARD 6320-03	The students will demonstrate an understanding of various methods and instruments used to measure behavior, personality, and intelligence.

OBJECTIVES

6320-0301. Define intelligence and how psychologists measure it. (317-424)

6320-0302. Describe the major tests of intelligence; list the specific abilities they measure and how they might discriminate against disadvantaged groups. (317-424)

6320-0303. Describe the major instruments used to measure personality.

6320-0304. Conduct and interpret simple, nonthreatening psychological experiments. (317-443)

6320-0305. Discuss characteristics of mental retardation and superior intelligence.

STANDARD 6320-04	The students will examine the problems and corrective programs dealing with abnormal psychological and major social issues.

OBJECTIVES

6320-0401. Itemize various types of abnormal behavior. (317-416, 17, 14)

6320-0402. Examine the use of various methods of therapy.

6320-0403. Discuss the causes, problems, and treatment of alcoholism, drug addiction, and other forms of addiction such as overeating and smoking.

6320-0404. Discuss the major psychological problems associated with such problems as: aging, death and dying, physical handicaps, crime and violence, rape, murder, wife and child abuse, etc.

6320-0405. Evaluate the various parameters of love; i.e., why we fall in love, how to recognize it, how to improve a loving relationship, etc.

STANDARD 6320-05	The students will demonstrate an understanding of how the principles of learning contribute to personality development.

OBJECTIVES

6320-0501. Discuss various definitions of learning. (317-402)

6320-0502. Discuss various types of learning or conditioning (operant, classical, reward and punishment, etc.). (317-403)

6320-0503. Analyze how prejudice develops and how it can be reduced. (317-409)

6320-0504. Evaluate some basic child rearing practices and their subsequent development of personality.

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
Sociology (Core Option)	.5*	Mastery of Social Studies through Level 8

S	O	C	C	O					

SIS COURSE NUMBER: 6340
SIS CODE: SO

COURSE DESCRIPTION

This course introduces the student to the principles of sociology. Students will study society, one's role in it, issues and problems, social change, and social movements. A study of basic institutions including the family, community, political, and social organizations.

*This course is a core option which can be offered for either .5 or 1.0 unit of credit.

CORE STANDARDS OF THE COURSE

STANDARD 6340-01	The students will demonstrate the ability to think critically and to employ basic study and social skills to sociology.

OBJECTIVES

6340-0101. Analyze biases which relate to sociological issues in society.

6340-0102. Distinguish between facts, inferences, estimates, and value judgments.

6340-0103. Demonstrate the ability to tolerate different points of view.

6340-0104. Demonstrate the ability to participate in a variety of group situations and activities.

STANDARD 6340-02	The students will understand how society is structured and how it functions.

OBJECTIVES

6340-0201. Define sociology and describe the kinds of problems sociologists attempt to analyze. (317-501)

6340-0202. Students will explain sociological terms including: sanctions, roles, socialization, stratification, culture, role conflict, ethnocentrism, collective behavior, and social class. (317-502, 3, 4, 33)

6340-0203. Distinguish between ascribed and achieved status. (317-515)

6340-0204. Identify cultural norms and mores. (317-508)

6340-0205. Define culture and compare the major cultural ingredients of different societies. (317-504, 5, 6, 7)

STANDARD 6340-03	The students will examine how their lives are influenced by social institutions.

OBJECTIVES

6340-0301. Identify and explain the five major social institutions of society (education, family, politics, religion, industry, medicine, and law). (317-519) [A social institution is an enduring cultural structure through which certain fundamental needs of society are met and social control is established.]

6340-0302. Explain why the family has such an important influence in their lives. (317-520, 21)

6340-0303. Give examples of primary and secondary groups in our society.

6340-0304. Explain the role that political, economic, and religious institutions play in our society. (317-524)

6340-0305. Evaluate how social change has affected science and technology. (317-529)

6340-0306. Identify how social movements have developed and been affected by social change. (317-536).

STANDARD 6340-04	The students will understand societal issues and problems and develop possible solutions.

OBJECTIVES

6340-0401. Compare the social problem of poverty in the United States with other countries in the world and develop possible solutions. (317-534)

6340-0402. Discuss the common problems and issues of aging and describe possible ways of providing for the aged. (317-530, 31)

6340-0403. Describe three approaches for reducing crime.

6340-0404. Formulate hypotheses which explain why family problems such as divorce, teenage pregnancy, family violence, and marriage alternatives, have become more common in the last 20 years. (317-522)

6340-0405. Analyze the problem of prejudice and suggest ways of decreasing it in the United States. (317-533)

6340-0406. Identify methods of helping those who abuse alcohol and drugs and help develop individual responsibility in preventing self-abuse of alcohol and drugs.

6340-0407. Describe the social problem that minorities and women face in contemporary America. (317-533, 27)

STANDARD 6340-05	The students will use a variety of research and experimental models in addressing sociological topics.

OBJECTIVES

6340-0501. Conduct a sociological survey.

6340-0502. Use the scientific method to conduct a sociological experiment. (317-503)

6340-0503. Explain the purpose of the participant observation research model.

6340-0504. Explain the use of sociograms and sociometry as research methodologies.

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
United States Government/Law (Core Option)	.5*	Mastery of Social Studies through Level 8

U	S	G	O	V	/	L	A	C	O

SIS COURSE NUMBER: 6360
SIS CODE: SO

COURSE DESCRIPTION

This course introduces students to a study of ideas and philosophies of American government and law; a study of the Constitution, an understanding of the American political and legal system, and the responsibilities of citizenship/character. The course will provide application of knowledge and attitudes in the areas of responsibility, law and justice, rights, governmental functions and process, and civic participation. Emphasis will be given to ways the student can become an active, concerned, and knowledgeable citizen. (Advanced Placement American Government/Politics may satisfy this requirement.)

*This course is a core option and may be offered for .5 or 1.0 unit of credit.

CORE STANDARDS OF THE COURSE

STANDARD 6360-01	The students will demonstrate the ability to think critically and to employ basic study skills.

OBJECTIVES

6360-0101. Identify historical bias in the United States and discuss its effect upon the nation's economic, social, and political conditions and foreign relations.

6360-0102. Distinguish between facts, inferences, estimates, and value judgments.

6360-0103. Utilize the scientific method in analyzing social issues by:

a. Defining the problem.
b. Setting up the hypothesis.
c. Listing possible solutions and alternatives.
d. Testing the hypothesis and predicting its outcome.
e. Forming conclusions.

6360-0104. Utilize the case study method in analyzing historic, social, and legal issues to include:

a. Facts.
b. Issues.
c. Arguments.
d. Decisions.

6360-0105. Examine controversial issues and discuss their opposing points of view.

6360-0106. Demonstrate the ability to participate in a variety of group roles and situations.

6360-0107. Participate and critically analyze an experience in democratic governance such as the following:

a. Attend a city council meeting.
b. Participate in a school studentbody election.
c. Visit a court proceeding.
d. Attend a session of the State Legislature.
e. Attend a city planning commission meeting.
e. Participate in the election campaign of a local, state, or national candidate for public office, etc.

STANDARD 6360-02	The students will be knowledgeable about their rights and responsibilities as citizens.

OBJECTIVES

6360-0201. Explain that as United States citizens, individuals have a right to participate in the processes by which they will be governed. (318-101)

6360-0202. Identify basic responsibilities of good citizenship/character in our society and explain their relationships to the citizen in the political and legal processes including the role civil disobedience plays in this responsibility. (317-706, 318-103)

6360-0203. Identify the protected rights of the first Ten Amendments and explain the exceptions to those guarantees. (317-718)

6360-0204. Analyze the meaning of the terms "democracy" and "republic" and explain values basic to both such as liberty, justice, equality, consent of the governed. (317-713)

6360-0205. Analyze the meaning of due process, and demonstrate its application to aspects of our social, political, and economic life. (317-725)

6360-0206. Explain that ours is a participating government and that society's stability depends largely on voluntary compliance with the law. (318-105)

6360-0207. Describe the United States concept of "equal justice for all," and how this concept has impacted the civil rights movement in this country. (318-109)

6360-0208. Analyze the various roles and activities United States citizens can exercise in the political party selection process, (e.g., voting, political party participation on local, state, and national levels, candidate selection, the two-party system, third parties, etc.). (318-104)

6360-0209. Describe the roles played by special interest groups and the mass media in a democracy. (318-105)

STANDARD 6360-03	The students will describe the role and function of the three branches of United States government at the local, state, and federal level.

OBJECTIVES

6360-0301. Describe the structure and major functions performed by the federal, state, and local governments. (317-702)

6360-0302. Outline the processes for making, enforcing, and interpreting law in the United States. (317-705)

6360-0303. Explain how state and federal laws are passed including the role the compromise plays in the law-making process. (317-705)

6360-0304. Explain how values, beliefs, and traditions influence a nation's political system and governmental process. (318-117)

6360-0305. Compare and contrast the United States system of government with those in other parts of the world, e.g., parliamentary, totalitartian, autocratic, etc.

STANDARD 6360-04	The students will understand the history table of the American legal system, the United States Constitution, and the Bill of Rights.

OBJECTIVES

6360-0401. Outline the rights and freedoms guaranteed to American citizens in the United States Constitution and the Bill of Rights. (318-103)

6360-0402. Explain how laws evolve and change over time, and reflect local, state, and national mores. (317-723)

6360-0403. Identify and demonstrate the benefits that a citizen enjoys from a system of law based upon the value of "equal justice under the law." (317-701)

6360-0404. Demonstrate how current events (as reported in newspapers, weekly news magazines, etc.) contribute to the evolution of law in the United States.

6360-0405. Explain and discuss several Supreme Court landmark cases, some of which deal with student rights and responsibilities; additionally, analyze the impact young people have had on the evolution of "equal justice under the law" in the United States.

STANDARD 6360-05	The students will analyze and understand the judicial system in the United States.

OBJECTIVES

6360-0501. Explain and discuss the legal advocacy system of resolving conflict in the United States. (317-704)

6360-0502. Examine the power of judicial review and its impact on the legislative and executive branches of both state and federal governments. (317-705)

6360-0503. Briefly explain and discuss the dual nature of the court system, contrasting both federal and state courts, and how each can impact upon a citizen's life.

6360-0504. Analyze basic court procedures regarding lawyers, jurors, witnesses, etc. (Optional activity - a mock court trial.)

6360-0505. Explain and discuss juvenile rights and responsibilities and contrast the legal standing of adults and minors.

6360-0506. Differentiate between regulatory, civil, and criminal law, and demonstrate how each impacts on an individual's life. (317-728)

6360-0507. Analyze the impact judicial decisions have on the social, religious, political, and economic aspects of our society. (Use both historical and current examples to demonstrate this impact.)

STANDARD 6360-06	The students will be knowledgeable in the basics of "American free enterprise" economics, understand how government influences this system, and contrast this system with other economic systems currently used by nations of the world.

OBJECTIVES

6360-0601. Analyze the meaning of "free enterprise" both historically and currently, as this concept is applied in the United States government.

6360-0602. Analyze the role that local, state, and federal governments play in regulating, promoting, manipulating, and controlling our "free enterprise" system. (317-225)

6360-0603. Show how different forms of government influence economic systems.

SOCIAL STUDIES LEVEL 9-12

COURSE TITLE	UNIT OF CREDIT	PREREQUISITE
World Cultural Geography Part II, (Core Option)	.5*	World Cultural Geography, Part I

W	C	G	E	O	2	C	O		

SIS COURSE NUMBER: 6380
SIS CODE: SO

COURSE DESCRIPTION

This course focuses on a study of the interrelationships between our physical and cultural worlds. It will explore how geography influences human behavior from the local to the international level. Cultural, economic, and political geography will be emphasized. Representative groups from various parts of the world will be examined. Selected geographical skills will be taught.

* This course is a core option and may be offered for .5 unit of credit.

CORE STANDARDS OF THE COURSE

STANDARD 6380-01	The students will develop selected geographical skills.

OBJECTIVES

6380-0101. Locate the countries and major cities in regions studied.

6380-0102. List the common cultural characteristics of areas studied.

6380-0103. Analyze the political, economic, social, and religious conflicts that have affected the countries studied.

STANDARD 6380-02	The students will evaluate how the natural environment affects the way people live.

OBJECTIVES

6380-0201. Explain how the physical environment influences the level of development of various cultures. (309-301)

6380-0202. Explain how groups attempt to modify or control the effect of their physical environment.

STANDARD 6380-03	The students will evaluate how groups develop beliefs, values, traditions, and skills that can be called cultural.

OBJECTIVES

6380-0301. Identify the cultural contributions that have been made by geographic regions and groups studied. (309-503)

6380-0302. Discuss how historical geography is important to contemporary groups. (309-502)

6380-0303. Compare how various cultures develop their beliefs, values, traditions, and skills. (309-202)

6380-0304. Evaluate the differences between independent invention and cultural diffusion.

STANDARD 6380-04	The students will evaluate how the changing needs and values of groups modify social systems.

OBJECTIVES

6380-0401. Describe and analyze the roles of women and men in the various groups studied. (309-303)

6380-0402. Demonstrate an understanding of ethnocentrism and give examples for each major group studied.

6380-0403. Discuss causation factors that might bring about unification of diverse groups.

STANDARD 6380-05	The students will explain how economic resources and technology influence societies' decisions.

OBJECTIVES

6380-0501. Cite examples of the exchange of money in world trade.

6380-0502. Explain how nations of the world became interdependent because of world trade. (309-602)

6380-0503. List the major problems in sharing the resources of the world.

STANDARD 6380-06	The students will describe how the geography of various countries influence political decisions.

OBJECTIVES

6380-0601. Identify how topography, climate, and location influence the way countries are governed. (309-701)

6380-0602. Describe specific problems that developing countries have in contrast to major or world powers.